

TEACHER'S RESOURCE GUIDE



SIEGFRIED & ROY

THE MAGIC BOX

AN **IMAX** EXPERIENCE®





Note to Educators

Siegfried & Roy: The Magic Box, an IMAX® and IMAX® 3D experience, is an inspiring journey into a world of magic and illusion. The film follows the journey of Siegfried and Roy from their childhood to their success as one of magic's greatest partnerships.

This Teacher's Resource Guide, prepared with the help of professional educators like yourself, is designed to help your students make the most of their viewing experience. Students will learn about illusion. They will explore the art of storytelling. They will see how big, rare cats live and they will discover how people can live in harmony with nature in their communities.

Included in the guide is a section on the technology of large-format films; behind-the-scenes information for you to share with your students about how IMAX and 3D technologies work.

This guide is designed for use with students aged 6 to 12. To accommodate the wide range of skill and ability levels represented at those ages, activities have been developed with younger students in mind. Suggestions for adapting and adding to these activities for older children are noted. All the activities, however, can be easily adapted for any grade level. The tiger icons used on Teaching Strategies sections give a general guide to either the time commitment or skill level needed to complete the exercise.

The material is designed to be flexible, and we hope you will modify it as you see fit. Although the activity sheets are copyrighted, please make as many copies as you need for your class. And, please share this material with other teachers in your school.



Synopsis

Siegfried & Roy: The Magic Box is the fascinating story of the world's most famous illusionists. Upon introducing rare big cats into their magic presentation, Siegfried & Roy traveled throughout Europe before creating a permanent venue in Las Vegas where they have played to more than 30 million people live. With continuous sold out shows, twice a day for 46 weeks a year, Siegfried & Roy have a proven appeal to audiences of all ages from around the world.

Siegfried & Roy: The Magic Box is the compelling life story of how two men from humble beginnings turned their never-ending dreams into reality. This ultimate story of success is recounted within the virtual realms of the "magic box", a surreal environment where past and present converge into fantastic 3D storybook-like reflections on their life's journey.

On a rare visit to their unique wildlife sanctuary home, you will come face to face with the world's most famous white tigers and lions and hear about the special bond Siegfried and Roy share with the animals. Culminating with their spectacular stage show, the film features 18 minutes of state-of-the-art CGI special effects that will, when shown through The IMAX Experience® (in 3D and 2D) allow audiences to become part of the untold story behind the magic.



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Student Activities are rated based on time commitment and/or skill level

= Easy = Intermediate = Advanced

Pre-Viewing and Post-Viewing Teaching Strategies

Before you see the film

- Write the following words and phrases on the chalk board and ask students to suggest definitions:
 - storyteller
 - showmanship
 - climate
 - 3D filmmaking
 - optical illusion
 - magic
 - big cats
 - habitat
 - environment
- Explain to your students that they will learn more about these words and their meanings as they view the film and complete the related activities.
- Use the **Synopsis** of *Siegfried & Roy: The Magic Box* inside the front cover to provide students with a brief summary of the film.
- Ask students who have seen a magician perform to describe what happened. What was their favorite trick? Have they ever thought about how the magician might have done what he or she did?
- Ask students to look for the special effects created by computer graphics and for the 3D illusions produced in the film.
- Visit the film's website at <http://www.siegfriedandroy.com> for additional photos and the latest information about the film.

After you see the film

- Lead students in a discussion of the film, encouraging them to share their impressions. How did Siegfried and Roy's early experiences contribute to their later success? Ask students to relate any pivotal experiences from their lives that encouraged them to pursue a goal?
- Ask students to think about how the sound effects, sound system and the size of the screen affected their impressions.
- Ask students to compare the white tigers Siegfried and Roy use in their act to the domestic cats they or their classmates have at home. How are lions, tigers and pet cats alike? How are they different?
- From pages eight through twelve, choose activities that are appropriate for your students. Refer to the **Teaching Strategies** on pages three through five for background, answers and teaching tips.
- Explain the technology of IMAX or IMAX 3D production found on pages six and seven.
- Refer to **Related Resources** on the inside back cover for additional information and ideas.





A Message from Siegfried & Roy



“Within all of us is an elusive melody which, when heard and followed, leads to the fulfillment of our fondest dreams.”

- Siegfried and Roy



Siegfried's Story of Hope



Growing up in the small town of Rosenheim, Germany, I had a powerful feeling of destiny inside myself at a very young age. When I was nine years old and discovered a magic book at my favorite village bookstore, I felt drawn to the world of magic. My parents couldn't afford to buy me the book, so I often walked past the bookstore and stopped to view it from the window. One day, on my way back home from visiting the storefront, I found a five-mark bill floating in a puddle of water in the gutter. Instinctively, I snatched up the bill and raced back to purchase the book.

materials, took a deep breath, and walked from my bedroom into a long hallway. Looking past my mother working in the kitchen, I gazed at my father, who hadn't quite been the same since the war, as he stared blankly into the fireplace. I carefully placed my coin into an empty glass and covered it with a handkerchief as my father watched. I handed the glass to my father, who lifted the handkerchief. The coin was gone, and my father was amazed. I got the reaction I most wanted from the audience I most wanted to impress.

Thirty miles up the road from my native Rosenheim was Munich, where I discovered a special shop called "The King of Magic." It had all of the things I'd dreamed about, but the one thing that intrigued me the most was an ornate magic box, which I eyed from the window. The proprietor of the store, a very old Hungarian woman with sunken cheeks, a scarf around her head and huge hoop earrings, warned me that the box was for professional magicians only. But I opened it anyway.

A few years later, I escaped from my hometown, taking a job on a ship, first as a steward and then, after the Captain heard of my magical abilities, as a magician. It was my dream come true.

I spent hours practicing magic in the privacy of my bedroom until it was perfected. When I was satisfied, I gathered my



A Lesson in Trust... Roy's Story

I spent a lot of my youth at the Bremen Zoo, for it is here where I could spend time with Chico, the cheetah who inspired my love for exotic animals. Chico was two years old and was caught in the wilds of Somalia. I spent months talking to Chico, building trust through the iron bars. I communicated with him through birdlike sounds. Months later, the animal handlers gave me permission to enter Chico's den where I learned to take care of him, scrub out his quarters, brush his coat and feed him. I spent so much time with Chico that the zoo became my home. Eventually, Chico allowed me to take him for walks.

In 1957, only two options lay before me: to leave school and enter a vocational college to learn a trade, or to take the exam to continue secondary education. I chose the third option. My escape route came in the form of an ocean liner on which I was hired as a waiter. While working one night, I heard a crowd applauding and looked over to see Siegfried on a makeshift stage, taking a rabbit out of a hat. Imagine, he was on the very same ship!

We became friends and I began to substitute for Siegfried's assistant. One night, Siegfried asked me how I enjoyed the show and I fidgeted awhile before finally telling him that I found the magic a little too predictable. Siegfried was astounded at my nerve, since I was a full five years younger than he was. He then asked how, if this were true, might the show be made better. I asked him, "If you could make a rabbit and dove appear and disappear, could you do the same with a cheetah?" Siegfried replied, "In magic, anything is possible!"



I introduced Siegfried to my secret cabin-mate, a cheetah! Siegfried thought I was crazy because I had liberated Chico, my cheetah, from the zoo and had smuggled him on board! But Siegfried also found my challenge exciting, knowing that the Cheetah would certainly give the ultimate element of surprise to his magic show. We worked Chico into the act to resounding success with the audience, but we were

soon fired by our surprised and irate Captain. However, as with anything else, another door opened and we were hired immediately by the American president of the cruise line, who signed us up for his Caribbean cruises.

Activity 1 | Maybe It's Magic



Objectives

- To help students understand that "magic" is an illusion.
- To introduce the concept of optical illusion.
- To encourage students to read for pleasure.

Teaching Tips

Part A. Review with your students the following magic trick Siegfried first did for his father: He placed a glass with a coin inside it on a table and covered the glass with a small cloth. When he removed the cloth, the coin had disappeared. Explain that what Siegfried did was an illusion, something that seems to be what it is not. How do your students think Siegfried created his illusion?

For Older Students: Ask students to consult a book of simple magic tricks to find out how Siegfried created his illusion. Have them suggest other magic tricks that involve a coin (making it disappear from your hand, pulling it from someone's ear, etc.).

Part B. Remind your students that what Siegfried did was an illusion. He made his father think he saw something that didn't actually happen. He played a trick on his father's eyes. Explain to your students that they can play a trick on their own eyes with something called an optical illusion, when they see something that isn't really there. Then, have them look at the first drawing on the activity sheet. Do they see a shape in the middle? What shape is it? Then, have students fill in the square by drawing in the missing lines. Repeat the exercise with the second drawing.

Add-on Activities

A. Ask your students to describe the best magic trick they have ever seen. How do they think the magician did the trick? How do they think the magician learned how to do it? What trick would your students like to learn?

B. Talk with your students about Siegfried's prized book about magic. Have they ever read a book about magic? Ask your students to visit the library and find a book about magic. Provide class time for students to talk about their books and what they learned from them.

Siegfried and Roy do not "train" the animals they use in their spectacle. They mold things around each animal's personality.



Activity 2 | Animals as Friends



Objectives

- To help students understand how people and animals relate, how people can help animals and how animals can help people.
- To encourage students to read.
- To teach students about cats and how they live.

Teaching Tips

Part A. Review with your students the scenes from the film that show Roy with his pet, Hexe. Why do they think Hexe ran for help? Allow time for your students to complete the exercise about animal helpers and to share their ideas.



For Older Students:

Use the story about Hexe as a springboard for a discussion about animal behavior and why animals do some of the remarkable things they do. Ask your students to share their own stories about animals who have done exceptional things. What do they think caused the animal to do what it did, instinct, loyalty, or love? Use the discussion as the basis for a brief writing exercise about one animal's special behavior.

Part B. Ask your students to name the kinds of cats they saw in the film (lions and tigers). Allow time for them to complete the matching exercise.

For Older Students: Use questions as the basis for a writing exercise with older students.

Answers to matching exercise: (1) zoo, (2) claws, (3) lion, (4) whiskers, (5) tiger, (6) house cat

Add-on Activity

Ask your students to share stories about a favorite pet or a pet they would like to have. Have they ever taught an animal to do tricks? What training methods did they use? Invite a local animal trainer to talk with your students about his or her work, or have your students do some reading to learn more about how animals are trained.

Activity 3 | Tell Me a Story



Objectives

- To encourage creative thinking.
- To provide students with practice in creating and telling stories.
- To help students develop good listening skills.

Teaching Tips

Part A. Talk with your students about the stories they saw in the film, the story of Roy and the quicksand, the story of Siegfried and his first magic trick, and so on. Ask students to name their favorite stories. Then, have students complete the exercise, either orally or in writing, depending on the age and ability of your students. Provide time for students to share the stories they have created. After each story has been told, ask another student to summarize what the story was about. Does everyone agree with the summary? Is there other information the storyteller could have included?

For Older Students: Ask the students to write a complete story, using the notes they have made on the activity sheet as a guide. Then ask them to read the stories aloud, using their acting ability to convey the meaning of the story.

Part B. Talk with your students about the things a storyteller does to bring a story to life: Storytellers are expressive; they make sounds; they use their hands; they use movement; sometimes they sing and/or dance. Before your students complete the first part of the activity, review with them the story about how Siegfried and Roy met on the boat and put Chico in the magic act. Then, allow time for students to demonstrate their technique by retelling the story of Roy and Chico “with feeling.” Conclude the activity with this creative storytelling exercise: Once your students have made their three selections from the list on the activity sheet, explain that they are to use the words to create the story they are about to tell. The stories can be as silly as your students like, but they must use good storytelling techniques.

Add-on Activity

A. Select a story that all students in your class will enjoy and be able to read easily. Have your students sit in a circle and hand the book to one student. That student will begin to read, using expression, appropriate movement and other storytelling techniques. At your signal, the reader will pass the book to the right, and the next student will begin to read. Continue the activity until each student has read. Or, choose a passage from the story and ask for several volunteers to read it, using different expression and emphasis. How many variations on one passage can your students provide?



Activity 4 | Did you See That?



Objectives

- To help students enhance their understanding of optical illusion.
- To provide students with practice in performance skills and in developing their own illusions.

Teaching Tips

Part A. (Note: Students will need a compass and protractor in order to complete Part A of this activity.)

Have your students complete Part A of the activity sheet. Can they explain why the lines appear to converge, how do the “V”-shaped lines change as the lines appear to get farther apart?, or why the square in the small box appears larger than the other two? On a separate sheet of paper have your students use a compass to draw three identical circles. What do they see? Then, have them draw a small circle around the first circle and a large circle around the third circle. What do they see now? Explain that our perception can be affected by the context in which we view an object, that context can create an optical illusion. Conclude the activity with a discussion about optical illusions that occur in nature, the illusion that the sun is closer when it is near the horizon, for example.

Part B. Before your students begin to practice their magic trick, talk with them about what Siegfried and Roy do in the film. Ask them to describe the performances of other magicians they have seen. What makes the tricks seem so real and so exciting? Is it simply because the performer does something that seems to be impossible, or is it partly because of the way in which the performer presents the trick? Explain that doing a magic trick is much like telling a story, the magician must help his or her audience believe in the trick. The magician must use showmanship to bring the trick to life.

Add-on Activities

- A.** Have your students find more examples of optical illusions. Then, challenge them to develop their own original optical illusions.
- B.** Hold a classroom magic fair. Students can create illustrated presentations about favorite magicians, research the history of magic performances or learn to perform their own illusions.

Almost 100 people work
behind the scenes on
Siegfried and Roy's magic show.

Activity 5 | It's a Wild Life!



Objectives

- To teach students about the natural environments in which big cats live.
- To develop in students an awareness of how people can live in harmony with nature.

Teaching Tips

Part A. Answers to the Cat Facts puzzle: (1) alone, (2) ocelot, (3) leopard, (4) puma, (5) domestic, (6) mane, (7) mountain lion, (8) tiger, (9) Asia, (10) white, (11) cheetah, (12) see, (13) purr, (14) swim, (15) claw, (16) whiskers, (17) Bengal, (18) snow. Have your students complete the crossword puzzle on the activity sheet or use the answers to create their own word-search puzzles.

Part B. Talk with your students about the basic things (food, water and shelter) that wild animals, even smaller animals such as rabbits, raccoons and foxes which have learned to coexist with people, need to survive. After your students have done their research, allow time for discussion. How many students picked an endangered species to research? What do your students think people can do to help prevent more animals from becoming endangered? What can they do personally? What can they do locally?



Add-on Activities

- A.** Create a classroom “cat map.” Pinpoint the areas of the world in which each cat lives. Divide students into teams and assign a “research team” for each cat. Team members will study their cat’s environment and consider how changes to that environment are affecting their cat’s ability to survive. Then, they will develop a plan to improve their cat’s environment.
- B.** Work with your students to develop a schoolyard habitat. Pick an area where you can plant shrubs that produce seeds and berries for food and provide shelter for birds and small animals. For information about schoolyard habitats, visit the National Wildlife Federation’s Web site. (See **Related Resources** on the inside back cover.)



the ultimate field trip

IMAX®, IMAX® 3D and IMAX® *Dome* theaters offer a unique and exciting field-trip experience for students and teachers. Shown in some of the world's most prestigious museums, science centers, zoos and aquaria, giant-screen films merge education and entertainment into a thrilling and meaningful learning experience for students.



IMAX technology uses a 15-perforation, 70mm film format—the largest film frame in motion picture history. It is more than 10 times the size of a conventional 35mm film frame. With a combination of state-of-the-art sound and the world's most advanced projection system, no other medium brings science, history, geography and adventure so vividly to life.

the world of IMAX



the **IMAX**® experience

The giant screen, which measures up to eighty feet (25m) high, is perforated with thousands of tinyholes to allow the sound to flow through unimpeded. Specially-designed theaters with steeply pitched seating provide a full view for every member of the audience. Six-channel, multi-way, pure digital sound with strategically positioned speakers adds to the sensation of being in the middle of the action.



the **IMAX**® *Dome* experience

IMAX® *Dome* technology adds another dimension to the viewing experience. The projector is elevated from 10 to 23 ft (3 to 7 metres) in the air, and the film image is projected through a fisheye lens onto a giant dome screen, providing the viewer with the sense of being enveloped by the film.



the **IMAX**[®] camera & projection system

Versatile, flexible and reliable, the IMAX camera is an integral part of the IMAX system. IMAX cameras have been to outer space, explored the ocean floor, climbed Mt. Everest and traveled around the globe. An IMAX camera can weigh as little as 37lbs (17kg) or as much as 100lbs (45kg). The IMAX 3D camera weighs 240lbs (110kg).

IMAX projectors use a Rolling Loop system that horizontally advances the film in a wave-like motion. The film runs through the projector at 24 frames per second and is held absolutely steady by registration pins and a vacuum. The projection lamp emits a beam of light so powerful it could be seen from the moon.

MAX[®]

technology

IMAX[®] 3D

Based on human vision, 3D technology mimics the way we see the real world. When you look at an object, each of your eyes sees a slightly different view of that object. Through a process known as stereopsis, the brain “fuses” the views into one three-dimensional image.

The two lenses of the IMAX 3D camera are precisely spaced to match the distance between our eyes. This allows each lens to “see” a left and right-eye view. The images register onto two separate rolls of film, which run simultaneously through the camera.

To enable the 3D effect, the projector’s twin lenses alternately project left and right-eye images onto the giant screen at 24 frames per second. Everyone viewing a film wears either special polarized glasses with each lens aligned with the respective “eye” of the projector, or lightweight, cordless headsets with speakers. The headsets have liquid crystal lenses that are synchronized with the projector’s lenses.

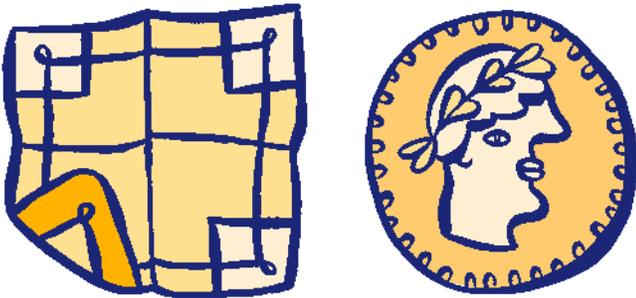
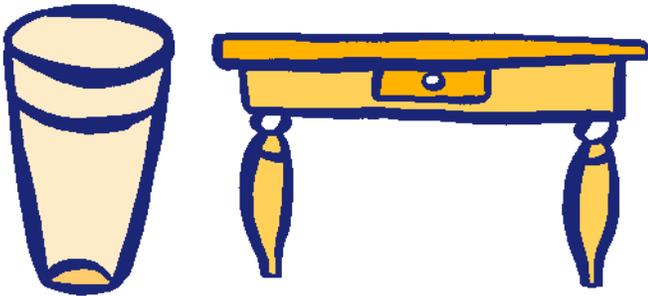


Maybe it's Magic

Siegfried lived in Germany when he was a boy. He liked to climb in the Alps and he liked magic. When he was nine years old, he bought a book about magic. He learned a magic trick from the book. He did the trick for his father.

PART A: There's More Than Magic in Books

What did Siegfried use in his magic trick? Write the missing words in the blank spaces. Then, you can color the pictures.



Siegfried put a _____ on a small _____ .
He covered it with a small _____ and made a
_____ disappear.

Can you think of other tricks to do with a coin?

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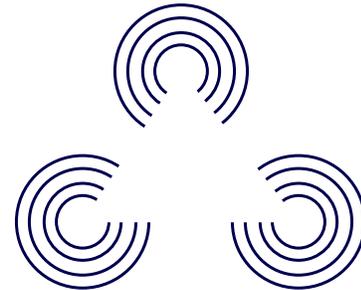
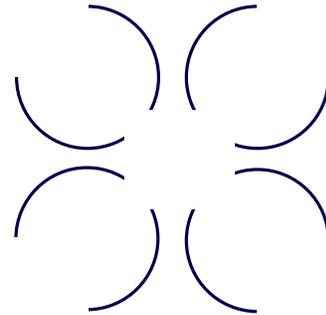
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PART B: What Do You See?

Siegfried created an illusion. It was a trick. Look at the pictures below to see how you can trick your eyes.



What do you see?

.....

.....

.....

.....

.....

Siegfried and Roy have performed together for more than 25 years.

Animals as Friends

#2

STUDENT ACTIVITY

Roy lived in Germany when he was a boy. He liked to go for walks with his pet, Hexe. Hexe was part wolf and part dog. One day, Hexe saved Roy from drowning.

PART A: Animal Helpers

What is your favorite animal? Write the name of your animal here:

Can you think of ways your animal can help you?
Can you think of ways other animals can help people?

Now, draw a picture of your animal.

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PART B: All About Cats

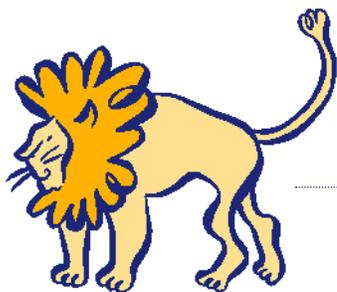
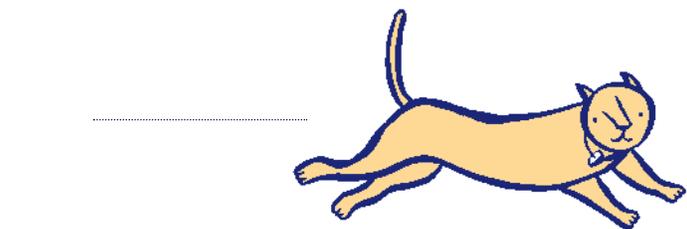
Siegfried and Roy raise white tigers and lions. They know a lot about big cats. How much do you know about cats? Draw a line to match the pictures and the words. Then, write the name of each picture.

What is your favorite kind of cat?

Why?

.....

.....



1. We can see big cats here.
2. Most cats use these to climb.
3. This cat lives in a pride.
4. All cats can feel with these.



5. This cat has stripes.

6. This cat might catch mice in a barn.



Did you see That?

Siegfried and Roy do many amazing things in their magic show. Both of them appear and disappear mysteriously. They float through the air. Tigers jump out of nowhere. At least, that's what seems to happen... that's what we think we see.

Part A. It's All About Illusion

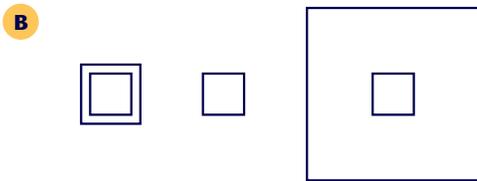
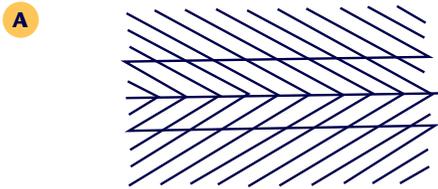
What Siegfried and Roy do is an illusion. They trick our eyes and make us think we see things that are impossible. While Siegfried and Roy's illusions are very complicated, it's not hard to fool the eye.

Look at Figure A, below. Are the lines parallel?

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Look at Figure B. Which of the smaller boxes is biggest, the one on the left, the one in the middle or the one on the right?

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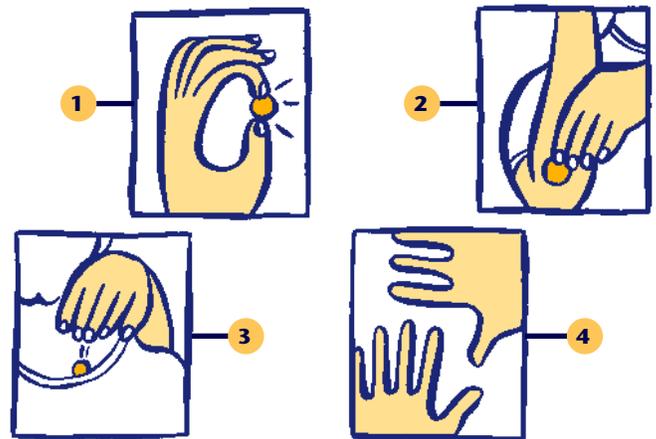
Now, use a ruler to measure the distance between the lines and the size of the boxes. What did you find?

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Part B. Sleight of Hand

Siegfried began his career in magic with a simple trick he performed for his father. He made a coin seem to disappear. Here's a similar trick that you can use to amaze your family and friends.

You will need: • A coin (a quarter works best)
• A table to sit at • A chair to sit in



- 1 Show your audience that you have the coin in your hand.
- 2 Rub it into your elbow for a few seconds and explain that you are going to make it disappear. Then, drop the coin onto the table and say that the trick usually works better when you use your other hand.
- 3 Pick up the coin and pretend to put it in your other hand. Then, pretend to rub the coin into your elbow. At the same time, move the hand that is really holding the coin up behind your ear and drop the coin down the back of your shirt.
- 4 Then, show that the coin has vanished and both hands are empty!

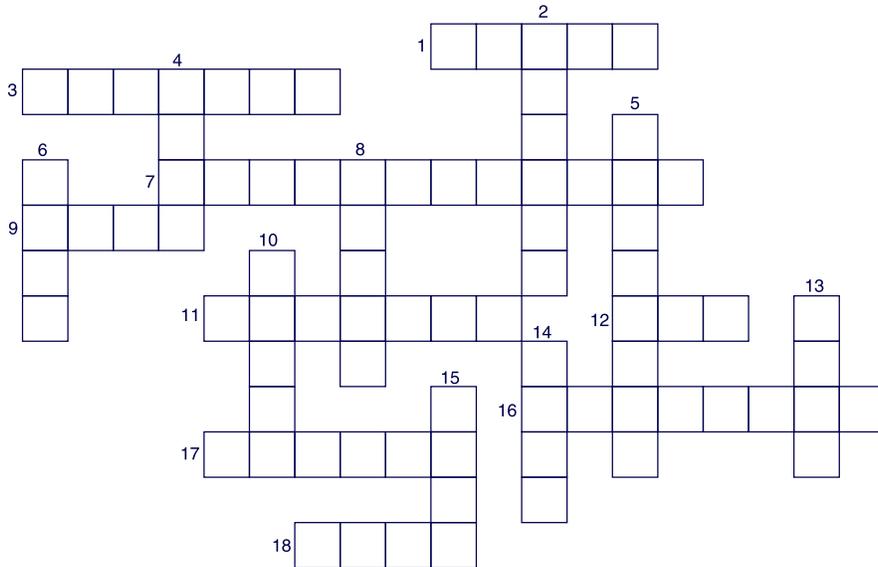
Now, practice the trick until you can do it easily. At the same time, you will need to think about something called showmanship, how you present the trick. The more entertaining you are as you work with the coin, the more impressed your audience will be!

Many different animals appear in Siegfried and Roy's magic show, but there's not one rabbit.

It's a Wild Life!

White tigers and lions are an important part of Siegfried and Roy's stage show. They also share their home with the big cats and begin conditioning them to perform when they are cubs.

You may share your home and your environment with different kinds of animals.



Part A. Cat Facts

How much do you know about cats? Check your knowledge, and maybe even learn some new facts, as you complete the puzzle. Place each answer in the boxes starting with the corresponding number.

- 1 While lions live in groups known as prides, most cats live__.
- 2 The __ weighs only 25 to 35 pounds (10-16kg), when full grown. It lives in the southwestern United States.
- 3 This spotted cat likes to hunt at night.
- 4 Another name for a cougar is __.
- 5 The__cat is second only to the dog in popularity as a pet.
- 6 The male lion is easily identified by its __.
- 7 The largest wild cat in North America is the __.
- 8 This poor climber, the largest of all the wild cats, is the __.
- 9 Several subspecies of tiger are found on the continent of__.
- 10 The__tiger, noted for its blue eyes and pink nose, is rarely found in the wild.
- 11 Also known as the hunting leopard, the__is the fastest land animal.
- 12 A cat's pupils can contract into tiny slits, allowing it to __in the dark.
- 13 Cats are the only animals that are able to__.
- 14 While some species are better than others, all cats can __.
- 15 A cat uses this for hunting, climbing and defense.
- 16 A cat's__serve as an extra sensory organ.
- 17 More than two-thirds of the wild tigers in the world today belong to this subspecies. The subspecies is__.
- 18 The__leopard can be found in the coldest parts of Central Asia.

Part B. Animal Habitats

As the population grows and the space people need to live increases, the space wild animals need to live, their habitat, continues to shrink. While some animals, have become endangered, other animals have disappeared entirely. Select a wild animal that interests you. Do some reading to learn more about your animal. Where does your animal live? What does it eat? How is it adapting to its changing environment? Does it face any special problems? You can use the back of this sheet to make your notes.





Related Resources

Books About Magic and Illusion

- *Can You Believe Your Eyes?* Brunner/Mazel Publishers, 1992
- *The World's Best Optical Illusions*, Sterling Publishing, 1987
- *The Blackstone Book of Magic & Illusion*, Newmarket Press, 1985

Books About Nature

- *The Magic School Bus Hops Home: A Book About Animal Habitats*, Scholastic Inc., 1995
- *Big Cats*, Putnam Publishing, 1994

Helpful Web Sites

- Film website: www.siegfriedandroy.com
- Imax Ltd: www.imax.com
- Siegfried & Roy's own site: www.sarmoti.com
- Production Company, L-Squared Entertainment: www.lsqr.com
- History of Magic: www.vsg.edu.au
- Beginner's Magic Tricks: magic.miningco.com
- Magic & Illusion: <http://magic.tqn.com>
- Cincinnati Zoo (White Lions): www.cincyzoo.org/mainhtm/1octpm.htm
- National Wildlife Federation: www.nwf.org



Credits

Teacher's Resource Guide for *Siegfried & Roy: The Magic Box* was created by Youth Media International Ltd., Easton, CT

PUBLISHER: Roberta Nusim

WRITER: Carol A. Bruce

EDITOR: Lindsay P. Behne

IMAX PROJECT MANAGER: Sue Mander

GRAPHIC DESIGN: Q30 Design Inc.

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